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| **Halifax County Schools Elementary School Lesson Plan** | | | | | | | | | | | | | | | | |
| Subject: Math | | **Teacher:** | | | | | | **Grade Level:**  5th Grade | | **Date(s):1st Six Weeks**  **Week 6:** | | | | | | |
| **North Carolina Standard Course of Study**  *Standards:*  *(Common Core & Essential Standards)* | | **(\*Indicates heavily weighted standards)**  **\*5.NBT.4** Use place value understanding to round decimals to any place.  **\*5.NF.1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.) | | | | | | **I Can Statements /Learning Targets**  (I can……..) | | **Post I can… questions in the classroom.**  I can use place value understanding to round decimals to any place. **5.NBT.4**  I can add and subtract fractions with unlike denominators and mixed numbers. **5.NF.1** | | | | | | |
| **Technology Standards & Resources:** | | **5.SI.1** Apply criteria to determine appropriate information  resources for specific topics and purposes.  SMARTboard Technology: Notebook software, internet | | | | | | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?) | | **Post Essential Questions in the classroom.**  **5.NBT.4** How do you use rounding and benchmark numbers to estimate amounts?  **5.NF.1** How can add and subtract fractions and mixed numbers with unlike denominators? | | | | | | **Higher Order Thinking/Revised Blooms:**(Questions that will enable students to find connections or extend learning.) | | How will knowing how to round decimals connect to my life?  How might the world be different if we could not divide things in pieces?  How might the world be different without decimals?  How do you utilize decimals in your everyday life?  How do you utilize fractions in your everyday life? | | | | | | |
| **Vocabulary:**  Academic/Content | | **5.NBT.4** round • estimate • benchmark number • model  **5.NF.1** multiples • numerator • denominator • mixed numbers • factors • simplest form • improper fraction  **Printable Math Vocabulary Cards** [http://www.graniteschools.org/depart/teachinglearning/curriculuminstruction/math/Pages/MathematicsVocabulary.aspx](http://www.graniteschools.org/depart/teachinglearning/curriculuminstruction/math/Pages/MathematicsVocabulary.aspx%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20)  **Additional Vocabulary Options-**Vocabulary words posted on math word wall \*Varied methods of teaching vocabulary **Examples: 1. Foldables** (graphic organizer with folded paper): <http://foldables.wikispaces.com/Foldables> **2. Graphic Organizers:**  <http://www.cobbk12.org/Cheathamhill/LFS%20Update/Graphic%20Organizers.htm> | | | | | | **Resources:**  Everyday Math-Teacher Editions, Skills Link Book, Math Masters (teacher resource book), Math Student Reference Book (textbook) | | Wikispaces/Math Websites:  <http://maccss.ncdpi.wikispaces.net/file/view/CCSSMathTasks-Grade5.pdf/375611936/CCSSMathTasks-Grade5.pdf>  <http://3-5cctask.ncdpi.wikispaces.net>  <https://grade5commoncoremath.wikispaces.hcpss.org/>  <http://www.commoncoresheets.com/>    [http://www.mrmaffesoli.com](http://www.mrmaffesoli.com   )  <http://www.ixl.com/standards/common-core/math/grade-5>  <http://www.mathgoodies.com/standards/alignments/grade5.html> | | | | | | |
| **Standards for Mathematical Practices**  Highlight the practices you will use this week. | | 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 2. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics 5. Use appropriate tools strategically. 3. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning | | | | | | | | | | | | | | |
| **Mental Math and Reflexes** | | **Monday**  EM Teacher Edition Vol.1 p. 266 | | **Tuesday**  EM Teacher Edition Vol.1 p. 266 | | | **Wednesday**  EM Teacher Edition Vol.1 p. 430 | | | | **Thursday**  EM Teacher Edition Vol.1 p. 430 | | | | **Friday**  EM Teacher Edition Vol.1 p. 430 | |
| Daily Whole Class -oral or writing activity  Encourage students to practice math skills mentally\*Create new mental math as needed. | | *Round to the nearest whole number*  24.2—rounds to 24  308.56—rounds to 309  77.09 –rounds to 77 | | *Round to the nearest tenth*  17.63—rounds to 17.6  109.14—rounds to 109.1  239.86—rounds to 2399 | | | Student will write 3 equivalent fraction.  *Sample answers:*  ½ = 2/4, 10/20, 50/100  ¼= 2/8, 3/12, 4/16 | | | | Student will write 3 equivalent fraction.  *Sample answers:*  3/7= 12/28, 21/49, 45/105  7/8= 14/16, 21/24, 28/32 | | | | Student will write 3 equivalent fraction.  *Sample answers:*  42/70= 6/10, 24/40, 36/60  88/99= 8/9, 56/63, 104/117 | |
| **Monday**  **Subject Integration:**  **ELA**  *Speaking/Listening*  5.SL.1, 5.SL.2a  5.SL.3, 5.SL.4  5.SL.6  *Writing-*5.W.2  *ReadingInformational*  *Text-*5.RI.7  Everyday Math Student Reference Textbook p.45-46  by [Stuart J. Murphy](http://www.amazon.com/Stuart-J.-Murphy/e/B000APG914/ref=dp_byline_cont_book_1)  (Author), [Steve Bjorkman](http://www.amazon.com/s/ref=dp_byline_sr_book_2?ie=UTF8&field-author=Steve+Bjorkman&search-alias=books&text=Steve+Bjorkman&sort=relevancerank) (Illustrator)  Coyotes All Around Thumb | | **Whole Group5.NBT.4**  **1.Mental Math and Reflexes-** Lead the students in mental math daily.  **2. Introduce Vocabulary** (present via Microsoft PowerPoint or create a vocabulary game via - <http://quizlet.com/> or  <http://www.bigiqkids.com/SpellingVocabulary/Lessons/wordlist.html> (or use additional vocabulary options as posted in vocabulary section)  **3.Teacher Input-**The teacher will teach the concept of rounding with decimals with a media presentation (Learn Zillion has a PowerPoint for this lesson) or written examples on the board. **Teacher Demonstration:** Introduce lesson with an ***Essential Question***-How do you use rounding and benchmark numbers to estimate amounts? Teach students to use place value understanding to round decimals to any place **Students will view:** Learn Zillion-*Video Title:* Round decimals to the nearest tenth [https://learnzillion.com/lessons/ 3432-round-decimals-to-the-nearest-tenth](https://learnzillion.com/lessons/%203432-round-decimals-to-the-nearest-tenth)  **4.Guided Practice & Independent Practice**  a) *Whole group-*The teacher will engage students in discussion about the video, followed by whole group/partner practice work . Use this website to practice basic skills of the standard [https://www.khanacademy.org/math/arithmetic/decimals/ decimal\_rounding\_estimation/v/rounding-decimals](https://www.khanacademy.org/math/arithmetic/decimals/%20decimal_rounding_estimation/v/rounding-decimals%20) and/or [http://www.ixl.com/ standards/ common-core/math/grade-5](http://www.ixl.com/%20standards/%20common-core/math/grade-5)  *b) Independent Work-* Students will have an opportunity to practice math skills *(See resources in the independent work section*.)  **5. Solving Word Problems-Math Notebook Journals**(select at least 1 a day)  **Resources:** ClassScape, Schoolnet or 5th Grade Formative Assessment-  website- [http://3-5cctask.ncdpi.wikispaces.net/5.NBT.1-5.NBT4](http://3-5cctask.ncdpi.wikispaces.net/5.NBT.1-5.NBT4%20) \*click on the standard 5.NBT.4 to view word problem) \*Review Problem Solving Strategies \* Students will: a) select a strategy b) solve the problem with an equation and a complete sentence c) Students will explain and prove/defend their answer | | | | | | | **Small Group**  \*Review procedures, rules and expectations for daily math workstations  **Guided Math Groups**  The teacher will meet with at least 2 groups a dayTeach or review a math standard based on data.  **Resources:**Select based on needs or see Resource Sections Independent work Section  **Spiral Standards:**  4.NF.3c  **Group 1:**  **Low: Students Need Remediation**  Math Standard:  \*Name Students  **Group 2**  **Medium: Need Practice**  Math Standard:  \*Name Students  **Group 3:**  **High: Students Need Rigor and Enrichment**  Math Standard:  \*Name Students | | | | | **Independent Work**   * **Resources**-print activities from these websites or display the assignment on the SMARTboard for students to practice. * Read directions and complete at least 1 problems with the students and then allow them opportunities to practice independently   <http://www.mrmaffesoli.com/Printables/5NBT4/index.html>  <http://www.commoncoresheets.com/Decimals.php>  **Interactive Math Games (Independent or Whole Group)**  <http://www.sheppardsoftware.com/mathgames/decimals/scooterQuestDecRound.htm>  <http://mrnussbaum.com/rounding/>  <http://www.math-play.com/place-value-games.html>  **Interactive Skill Practice**  <http://www.thatquiz.org/tq-c/?-jg080-l3-n35-p0> | | |
| **Tuesday**  **Subject Integration:**  **ELA**  *Speaking/Listening*  5.SL.1, 5.SL.2a  5.SL.3, 5.SL.4  5.SL.6  *Writing-*5.W.2  *Reading Informational*  *Text-*5.RI.7  Everyday Math Student Reference Textbook p.45-46  Hershey’s Milk Chocolate Bar Fractions Book by Jerry Pallotta  ref=sr_1_1 | | **Whole Group5.NBT.4**  **1. Mental Math and Reflexes-** Lead the students in mental math daily. **2. Vocabulary** (present via Microsoft PowerPoint orcreate a vocabulary game via - <http://quizlet.com/> or <http://www.bigiqkids.com/SpellingVocabulary/Lessons/wordlist.html> (or use additional vocabulary options as posted in vocabulary section)  **3.Teacher Input-** The teacher will teach the concept of rounding with decimals with a media presentation(Learn Zillion has a PowerPoint for this lesson) or written examples on the board.  **Teacher Demonstration:** Introduce lesson with an ***Essential Question***- How do you use rounding and benchmark numbers to estimate amounts? Teach students to use place value understanding to round decimals to any place.  **4.Guided Practice & Independent Practice**  a) *Whole group-*The teacher will engage students in discussion about the video, followed by whole group/partner practice work . Use this website to practice basic skills of the standard [https://www.khanacademy.org/math/arithmetic/decimals/ decimal\_rounding\_estimation/v/rounding-decimals](https://www.khanacademy.org/math/arithmetic/decimals/%20decimal_rounding_estimation/v/rounding-decimals%20) and/or [http://www.ixl.com/ standards/ common-core/math/grade-5](http://www.ixl.com/%20standards/%20common-core/math/grade-5)  *b) Independent Work-* Students will have an opportunity to practice math skills *(See resources in the independent work section*.)  **5. Solving Word Problems-Math Notebook Journals**(select at least 1 a day)  **Resources:** ClassScape, Schoolnet or 5th Grade Formative Assessment- (website-[http://3-5cctask.ncdpi.wikispaces.net/5.NBT.1-5.NBT4](http://3-5cctask.ncdpi.wikispaces.net/5.NBT.1-5.NBT4%20) \*click on the standard 5.NBT.4 to view word problem) \*Review Problem Solving Strategies \* Students will: a) select a strategy b) solve the problem with an equation and a complete sentence c) Students will explain and prove/defend their answer | | | | | | | **Small Group**  \*Review procedures, rules and expectations for daily math workstations  **Guided Math Groups**  The teacher will meet with at least 2 groups a day. Teach or review a math standard based on data.  **Resources:** Select based on needs or see Resource Sections Independent work Section  **Spiral Standards:**  4.NF.3c  **Group 1:**  **Low: Students Need Remediation**  Math Standard:  \*Name Students  **Group 2**  **Medium: Need Practice**  Math Standard:  \*Name Students  **Group 3:**  **High: Students Need Rigor and Enrichment**  Math Standard:  \*Name Students | | | | | **Independent Work**   * **Resources**-print activities from these websites or display the assignment on the SMARTboard for students to practice. * Read directions and complete at least 1 problems with the students and then allow them opportunities to practice independently   <http://www.mrmaffesoli.com/Printables/5NBT4/index.html>  <http://www.commoncoresheets.com/Decimals.php>  **Interactive Math Games (Independent or Whole Group)**  <http://www.sheppardsoftware.com/mathgames/decimals/scooterQuestDecRound.htm>  <http://mrnussbaum.com/rounding/>  <http://www.math-play.com/place-value-games.html>  **Interactive Skill Practice**  <http://www.thatquiz.org/tq-c/?-jg080-l3-n35-p0> | | |
| **Wednesday**  **Subject Integration:**  **ELA**  *Speaking/Listening*  5.SL.1, 5.SL.2a  5.SL.3, 5.SL.4  5.SL.6  *Writing-*5.W.2  *Reading Informational*  *Text-*5.RI.7  Everyday Math Student Reference Textbook p. 68-72, 84 | | **Whole Group5.NF.1**  **1. Mental Math and Reflexes-** Lead the students in mental math daily. **2. Vocabulary** (present via Microsoft PowerPoint or create a vocabulary game via -<http://quizlet.com/> or <http://www.bigiqkids.com/SpellingVocabulary/> Lessons/ wordlist.html (or use additional vocabulary options as posted in vocabulary section)  **3.Teacher Input-** The teacher will teach the concept of computing fractions a media presentation(Learn Zillion has a PowerPoint for this lesson) or written examples on the board. **Teacher Demonstration:** Introduce lesson with an ***Essential Question***- How do you use rounding and benchmark numbers to estimate amounts? Teach students to use place value understanding to round decimals to any place. **Students will view:** Learn Zillion-Video Title: Find common denominators by creating area models b) Add fractions with unlike denominators by creating area models Website: a) <https://learnzillion.com/lessons/2638-find-common-denominators-by-creating-area-models>  **4.Guided Practice & Independent Practice**  a) *Whole group-*The teacher will engage students in discussion about the video, followed by whole group/partner practice work. Use this website to practice basic skills of the standard- a) [https://www.khanacademy.org/math/pre-algebra/fractions-pre-alg/fractions-unlike-denom-pre-alg/v/adding-fractions-with-unlike-denominators](https://www.khanacademy.org/math/pre-algebra/fractions-pre-alg/fractions-unlike-denom-pre-alg/v/adding-fractions-with-unlike-denominators%20) b) <http://www.ixl.com/standards/common-core/math/grade-5>  *b) Independent Work-* Students will have an opportunity to practice math skills*(See resources in the independent work section*.)  **5. Solving Word Problems-Math Notebook Journals**(select at least 1 a day)  **Resources:** ClassScape, Schoolnet or 5th Grade Formative Assessment-  website-<http://3-5cctask.ncdpi.wikispaces.net/5.NBT.1-5.NBT4>  \*click on the standard 5.NBT.3a to view word problem) \*Review Problem Solving Strategies \* Students will: a) select a strategy b) solve the problem with an equation and a complete sentence c) Students will explain and prove/defend their answer | | | | | | | **Small Group**  \*Review procedures, rules and expectations for daily math workstations  **Guided Math Groups**  The teacher will meet with at least 2 groups a dayTeach or review a math standard based on data.  **Resources:**Select based on needs or see Resource Sections Independent work Section  **Spiral Standards:**  4.NF.3c  **Group 1:**  **Low: Students Need Remediation**  Math Standard:  \*Name Students  **Group 2**  **Medium: Need Practice**  Math Standard:  \*Name Students  **Group 3:**  **High: Students Need Rigor and Enrichment**  Math Standard:  \*Name Students | | | | | **Independent Work**   * **Resources**-print activities from these websites or display the assignment on the SMARTboard for students to practice. * Read directions and complete at least 1 problems with the students and then allow them opportunities to practice independently   http://www.mrmaffesoli.com/Printables/5NF1/index.html  <http://www.commoncoresheets.com/Fractions.php>  **Interactive Math Games (Independent or Whole Group)**  <http://www.sheppardsoftware.com/mathgames/fractions/FruitShootFractionsAddition.htm>  <http://www.math-play.com/math-fractions-games.html>  <http://www.sheppardsoftware.com/mathgames/fractions/mathman_fractions_add_uncommon.htm>  <http://studyjams.scholastic.com/studyjams/jams/math/fractions/add-sub-common-denom.htm> | | |
| **Thursday**  **Subject Integration:**  **ELA**  *Speaking/Listening*  5.SL.1, 5.SL.2a  5.SL.3, 5.SL.4  5.SL.6  *Writing-*5.W.2  *Reading Informational*  *Text-*5.RI.7  Everyday Math Student Reference Textbook p. 68-72, 84  [Full House, an Invitation to Fractions](http://www.amazon.com/gp/product/0763641308/ref=as_li_ss_tl?ie=UTF8&tag=montestidbit-20&linkCode=as2&camp=1789&creative=390957&creativeASIN=0763641308) by Dayle Ann Dodds  Full House: An Invitation to Fractions | | **Whole Group5.NF.1**  **1. Mental Math and Reflexes-** Lead the students in mental math daily. **2. Vocabulary** (present via Microsoft PowerPoint or create a vocabulary game via -<http://quizlet.com/> or <http://www.bigiqkids.com/SpellingVocabulary/Lessons/wordlist.html>( or use additional vocabulary options as posted in vocabulary section)  **3.Teacher Input-**The teacher will teach the concept of computing fractions a media presentation(Learn Zillion has a PowerPoint for this lesson) or written examples on the board. **Teacher Demonstration:** Introduce lesson with an ***Essential Question***-How can add and subtract fractions and mixed numbers with unlike denominators? Teach students to add and subtract fractions with unlike denominators. (review equivalent fractions) **Students will view:** Learn Zillion-Video Title: Find common denominators by creating area models a) <https://learnzillion.com/lessons/2638-find-common-denominators-by-creating-area-models>  **4.Guided Practice & Independent Practice**  a) *Whole group-*The teacher will engage students in discussion about the video, followed by whole group/partner practice work. Use this website to practice basic skills of the standard- a) [https://www.khanacademy.org/math/pre-algebra/fractions-pre-alg/fractions-unlike-denom-pre-alg/v/adding-fractions-with-unlike-denominators](https://www.khanacademy.org/math/pre-algebra/fractions-pre-alg/fractions-unlike-denom-pre-alg/v/adding-fractions-with-unlike-denominators%20) b) <http://www.ixl.com/standards/common-core/math/grade-5>  *b) Independent Work* -Students will have an opportunity to practice math skills *(See resources in the independent work section*.)  **5. Solving Word Problems -Math Notebook Journals** (select at least 1 a day)  **Resources:** ClassScape, Schoolnet or 5th Grade Formative Assessment- website-[http://3-5cctask.ncdpi.wikispaces.net/5.NF.1-5.NF.2](http://3-5cctask.ncdpi.wikispaces.net/5.NF.1-5.NF.2%20%20%20)  \*click on the standard 5.NF.1 to view word problem) \*Review Problem Solving Strategies \* Students will: a) select a strategy b) solve the problem with an equation and a complete sentence c) Students will explain and prove/defend their answer | | | | | | | **Small Group**  \*Review procedures, rules and expectations for daily math workstations  **Guided Math Groups**  The teacher will meet with at least 2 groups a day. Teach or review a math standard based on data.  **Resources:**Select based on needs or see Resource Sections Independent work Section  **Spiral Standards:**  4.NF.3c  **Group 1:**  **Low: Students Need Remediation**  Math Standard:  \*Name Students  **Group 2**  **Medium: Need Practice**  Math Standard:  \*Name Students  **Group 3:**  **High: Students Need Rigor and Enrichment**  Math Standard:  \*Name Students | | | | | **Independent Work**   * **Resources**-print activities from these websites or display the assignment on the SMARTboard for students to practice. * Read directions and complete at least 1 problems with the students and then allow them opportunities to practice independently   **Interactive Math Games (Independent or Whole Group)**  <http://www.sheppardsoftware.com/mathgames/fractions/FruitShootFractionsAddition.htm>  <http://www.math-play.com/math-fractions-games.html>  <http://www.sheppardsoftware.com/mathgames/fractions/mathman_fractions_add_uncommon.htm>  <http://studyjams.scholastic.com/studyjams/jams/math/fractions/add-sub-common-denom.htm> | | |
| **Friday**  **Subject Integration:**  **ELA**  *Speaking/Listening*  5.SL.1, 5.SL.2a  5.SL.3, 5.SL.4  5.SL.6  *Writing-*5.W.2  *Reading Informational*  *Text-*5.RI.7  Everyday Math Student Reference Textbook p.45-46, p. 68-72, 84 | | **Whole Group5.NBT.3 a,b& 5.NF.1**  **Mental Math and Reflexes-**Lead the students in mental math daily  **Formative Assessment Tasks**  <http://3-5cctask.ncdpi.wikispaces.net/5.NBT.1-5.NBT4>  <http://3-5cctask.ncdpi.wikispaces.net/5.NF.1-5.NF.2>  \*Whole Group or Independent  \*Students will solve on paper or on dry erase boards | | | | | | | **Small Group**  \*Review procedures, rules and expectations for daily math workstations  **Guided Math Groups**  The teacher will meet with at least2 groups a day. Teach or review a math standard based on data.  **Resources:**Select based on needs or see Resource Sections Independent work Section  **Spiral Standards:**  4.NF.3c  **Group 1:**  **Low: Students Need Remediation**  Math Standard:  \*Name Students  **Group 2**  **Medium: Need Practice**  Math Standard:  \*Name Students  **Group 3:**  **High: Students Need Rigor and Enrichment**  Math Standard:  \*Name Students | | | | | **Independent Work**  **5.NBT.3a & 5.NBT 3b Assessment**  (\*Add Spiral Questions)  Students can take the assessment paper –pencil or  inSchoolnet or ClassScape. | | |
| **Math Workstations** | **Math with My Teacher**  Students attend this rotation during small group | | **Math by Myself**  *Examples:Project Based Learning, Math Drills-flash cards, activity cards/sheets* | | | **Math with Someone**  *Examples: Bingo, Math Drills- flash cards, Math Board Games*  **\*Resource for Games**  \*Everyday Math Student Reference Book  <http://maccss.ncdpi.wikispaces.net/file/view/5thgrade_GAMES_3.31.14.pdf/499871788/5thgrade_GAMES_3.31.14.pdf> | | | | | | **Math Vocabulary/ Writing**  *Examples:Examples: Vocabulary Terms, Graphic Organizers, Writing Steps to Solve Problems, Matching* | | | | **Math with Technology**  *Examples: iPad Apps, computer programs, Math Game Websites, Learning Odyssey, Study Island, etc.* |
| **Reflection-Checking for Understanding**  List students in need of remediation:  Design or Plan Action/Activities for students: | | | | | **Reflection-Checking for Understanding**  List students on target:  Design or Plan Action/Activities for students: | | | | | | | | **Reflection-Checking for Understanding**  List students who need enrichment:  Design or Plan Action/Activities for students: | | | |